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ABSTRACT

Presented are 11 brief articles designed to help parents enhance their children's school performance and generally improve the home environment. Included is information on the following topics: the role of the social worker in parent education, home activities to improve a child's reading skills, developing listening skill through instructional games, dealing with the left-handed child, eating habits and nutrition, sewing machines, denim, parent-child communication, and the effects of divorce on a child. (LS)

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POINTERS FOR PARENTING

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POINTERS FOR PARENTING

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FOREWORD

It is hardly a debatable issue that parents are a child's first teacher. Clearly, most learning occurs before the child reaches school age. However it is generally true that parents have received no training in parenting. Just now a few school systems are experimenting with courses in parenting, child care, and family living.

Most parents, it is safe to say, launch upon this role, which is theirs for the remainder of their lives, with little or no preparation for what lies ahead. For many of today's parents, this problem has often been complicated by inadequate preparation for employment and/or home management. Therefore the parents are ill prepared to provide a good home environment for their children or themselves.

It is important to add that parents, in general, do want to learn. They are eager to acquire new skills so that they may provide a better home environment for their families. This publication is in response to the needs of parents for more information and ideas on family living. It includes suggestions on maintaining wholesome relationships among family members, the importance of good nutrition, and specific suggestions which will enhance the school performance of children.

H. P. B.

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PARENT TRAINING TO ENHANCE PUPIL PERFORMANCE

INTRODUCTION

Helen P. Bessant, Ph. D.
Project Director

Education has always been held in high esteem by mainstream America. However today literarcy is required to function effectively in society. A high school education is a prerequisite for virtually every job on the market. Some postsecondary training is required for many jobs. And with the unemployment rate now above 6.5%, employers can afford to be more discriminating than ever.

The foundation for employment and success, as defined by our society, is laid long before the youth queues up in the line at the employment offices. From infancy an individual has many experiencies - provided by his family, school, and community - which prepare him for later life. A federal project which will be discussed this evening encourages early intervention to ensure that a good foundation is provided for the future of tomorrow's citizenry.

The Education Professions Development Act, in its sixth year of operation, was funded to prepare regular classroom personnel to deal effectively with special needs of children in their classrooms who exhibit learning problems. However because of

the recognition of the significant role of the home environment by the project staff, a Parent Education Program (PEP) has been a major component of the project since its inception.

The PEP seeks to provide the participant with new knowledges and increased competencies to enhance child learning through a better home environment. It is recognized that a key to the child's success in school and later life is a nurturance during the early years conducive to learning. A good home atmosphere is evidenced by the parents' interest in the child and interests in learning.

Another expected outcome of this project is improved home-school relations through increased parent involvement in the school program. Given a base of knowledge about children, schools, and schooling, parents are prone to be more viable forces in the school and community. They demonstrate a real interest in self-improvement and the growth and development of their children.

Participants in this project are the parents of children in selected school communities in Norfolk, Virginia Beach, and Chesapeake. After identification of project schools by the school administrators in each systems, efforts are made to interest parents

in PEP. This program affords an opportunity to participate in a four-hour session each week. These sessions increase the skills and awareness of the participants.

Persons who complete the program receive certificates awarded by the College's Continuing Education Division. The number of continuing education unit (CEU) credits is determined by the participant's selection of facets of the program.

The success of PEP is evidenced by the enhanced position and reported improved home environments of those who completed the program. "Graduates" have served as school volunteers and been employed as teacher aides.

Members of the project staff will discuss some aspects of PEP. That facet which will not be treated in full in this presentation is the service of home economists who teach participants homemaking skills including good diet and sewing.

Now Mrs. Eunice May, project social worker, will discuss the program of instruction in social services. Following will be a description of the training parents receive to improve the school performance children (which participants may elect to take) given by Mrs. Annabell Scarbrough, Assistant Director for Parent Education

Educating Parents Regarding Social Services

Eunice May, Project Social Worker

The field of social work at its inception and throughout the years has been concerned with poverty. It is important to note, however, that the concept of poverty is relative to time and place. What we perceive as poverty today certainly was not considered poverty fifty years ago. And, by the same token, conditions labeled as poverty in one country (or geographical portion of a country) may not be considered poverty in another. Subsequently social workers are in demand today in every geographical area and across socioeconomic levels.

We in the EPDA Project, Parent Education Program (PEP), believe that some of the problems that make the services of the social worker necessary can be prevented through family education and self-improvement. Therefore contrary to the conventional role of the social worker (counselor, visiting teacher - or whatever name is used by a school system) as one who seeks to resolve cases of children who are having learning problems due to home-related causes, the social worker in this project is an integral part of the PEP teaching team. We place emphasis on getting parents involved in improving conditions in their homes, schools, and communities.

The social worker provides leadership for adult education activities to aid in the eradication of social and family living problems which affect the learning of children through a thorough program of instruction.

Individual differences among human beings are recognized. Each of us begin with different endowments, we grow with different expereinces, and we respond differently to the demands which are made upon us. Uniquely individual intrapersonal and extrapersonal forcing impinging on us dictate the manner in and extent to which we adapt to the demands we encounter in our daily lives. Often times we deal with these situations and achieve satisfaction in doing so. However for some, we must seek help from other persons or from institutional resources that our society provides for this purpose. It is important to understand when it is appropriate to seek help.

In PEP, we have found that some parents could achieve more satisfaction in the realms of finances and family life if leadership is provided. We provide instruction on how to apply for jobs, the importance of interviews and filling out job application forms correctly. Here again we place emphases on prevention. If a parent is successful in getting a job, we know that all financial troubles will not disappear but some burdens will be lifted. Ewan Claque, an economist, puts it this way: "Individuals and families are still unable to adjust to many of the problems engendered by our industrial and commerical life. There is scarcely a

problem of the 1930's which is not with us in some form. We cure one disease and encounter another. We solve one problem and discover two more" (Clague, 1960). Increase compentencies of the parents help them to cope appropriately and effectively with the problems as they arise.

Since emphasis in the American home has shifted from the production to the buying-consuming idea, there is a growing need for better understanidng by both parents and children of the intelligent spending and wise management of the family income. We have various speakers from agencies to come in and discuss installment buying, the purpose of the Better Business Bureau, etc. Parents are shown how TV commercials affect their children. These discussions have helped parents to take another look at their spending habits. As a result some parents have improved in this through a co-operative effort on the part of the family. They have set up a plan or pattern which would assure the family of the most satisfying results within the limits of its income.

Many low income parents and children from low income homes have considerable creative potential which can be aroused when properly motivated. These then, are the children who, unlike truly mentally retarded children, need to be brought into the academic mainstream by skilled teachers and social workers. This is accomplished through the use of a variety of techniques and methods that are in keeping with the children's needs, the parent's needs, and their interests.

We feel that even though children from the lower socio-economic groups tend to enter school at a disadvantage, with the proper education of parents, some readiness in pre-schoolers can be accomplished. We feel that we can create an atmosphere among parents that is conducive to learning. We can provide experiences that will lead to more culturally and socially and enhanced levels of achievement in the home, school and community.

In summary, areas of PEP which are the primary responsibility of the social worker include:

a. provision of leadership for adult education.

b. provision of educational and cultural experiences for parents.

c. improvement of the relationship of the social institutions. (school, home, and community)

d. the making of referrals to social agencies.

Reference

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Helping Parents Enhance the Academic Performance of their Children

Annabell T. Scarbrough, Assistant Director

An educational cornerstone in our society is "Reading". Therefore, it is very important that parents and educators be concerned and aid children in the process of learning to read.

Throughout the nation, we find parents seeking answers to such questions as:

1. What could I have done to prevent my child from forming a reading handicap?
2. When should I begin helping my child with reading?

Reading is a rather complicated task which involves most of a child's faculities. It is also a task which children must count among their basic survival skill. Therefore it is extremely important for parents to deal with the question of how to assist their children in learning to read.

It is believed that healthy happy children will be able to master reading skills. Parents cannot take for granted that their children are healthy. In order to be assured that their children will have a clean bill of health, parents should do the following:

*Have regular medical examinations during infancy and toddlehood.

*Give special attention to the child's vision, speech, hearing, motor coordination and diet - all of which play an important role in the acquisition of reading skills.

Because of individual differences, no specific timetable of physical maturation is basic to learning to read. However, parents can generally expect that as their children approach five and one-half years of age, certain key developments should begin to take place as:

*Vision begins to sharpen and children can usually begin to discriminate between sizes, shapes, colors.

*Auditory acuity develops and children hear differences in sounds.

*Speech in complete sentences without mumbling or babbling is acquired.

*They maintain balance and have good muscular coordination.

All of these factors form the basis for reading readiness and the task of parents is to guard and nurture the development of their children's hearing, vision, speech, and coordination long before they enter school.

At-Home activities and instruction by parents enhance youngsters' progress during later years. It is evidenced by research that almost invariably children who have been exposed to books and reading by their parents or other family members become successful readers. Parents should read to their children, introducing them to books, magazines and other reading materials before school.

Some suggested activities for parents are:

1. Laugh with your child and enjoy spending some time together reading books, looking at pictures and playing games.
2. Talk to your child, wait for him to answer your questions.
3. Read to your child.
4. Take your child on trips.

Some additional pointers to parents are sated below.

*Reading rhymes are most helpful.

*Rhyming patterns help the child remember words.

*Hearing words that rhyme gives children practice at discriminating between similar sounds.

*Nursury rhymes help many children learn to read.

*Learning songs help with expression.

*Setting the table helps with counting and vocabulary.

*Assisting with cooking activities helps with numbers and vocabulary also.

Now I will share some specific activities and games with you which were made by parents in our project using inexpensive materials in the home. Using these and other materials with a positive attitude, parents can lend significant impetus to the academic performance of their children.

HELPING YOUR CHILD TO ACHIEVE IN SCHOOL

Developing Listening Skills

Through Instructional Games[1]

Annabell T. Scarbrough, M. A.
Assistant Director for Parent Education

Throughout history, we find many quotations from as far as nineteen hundred years ago stressing the importance of listening. A Greek historian, Plutarch, wrote, "Know how to listen and you will profit even from those who talk badly." Epictetus, a Greek Philosopher observed, "Nature has given to man one tongue but two ears that we may hear twice as much as we speak." Shakespeare noted, "It is the disease of not listening, the malady of not marking that, I am troubled withal." James R. Lowell stated, "Attention is the stuff that memory is made of, and memory is accumulated genius." Longfellow began a famous poem with, "Listen my children, and you shall hear..."

Listening is one of the greatest avenues for learning. Therefore, parents and teacher should be alert and sensitive to the many situations and occasions in which listening is necessary. The Child should learn to listen as a means of extending his understanding and sharing in interesting experiences at home and at school. Listening with understanding and speaking with accuracy will furnish a background for learning to read. Good listening should be looked upon as a form of active participation and not merely as a tolerant courtesy.

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[1]This article first appeared in the EPDA Newsletter, Vol. 4, No. 3, 1974, 5-6.

Values of Games

Experience shows that instructional games have great value in strengthening children's ability to listen. An occasional game planned for diversion can enliven working conditions and facilitate learning. Games help children to gain insight, a sense of visualization to the learning process, and give purpose to learning. Often games lessen meaningless repetition and rote learning. Perhaps the greatest value of instructional games is that of motivation, and in most instances they are self motivating.

Some Principles for Games

1. Parents and teachers should be alert in determining how games can best be employed and avoid those which have complicated or vague directions. Most effective are those games which reinforce a particular skill and can be quickly and easily explained.

2. Games should help in the achievement of classroom goals. Pupils should understand the purpose and know the goal is learning and not just "fun".

3. Games should enlist mental activity and concentration for all participants.

4. The major justification for using a game should be to help the child learn more efficiently. They should reinforce not replace teaching techniques.

5. Game time should provide a "natural" setting for learning about children through observation.

Many games have a range of interest that appeal to children of all ages.

Summary of Implications

Research has shown that children spend more than one-half of their school day engaged in listening activities. Listening functions not only in the

school but in family life, social life and business as well. Life situations that require the ability to listen include attending church, the movies, lectures, and programs, listening to the radio, and television, using the telephone and engaging in conversation.

What children derive from these and many other activities depends largely upon their ability to listen well, to evaluate and to see what they have learned.

So You Have A Southpaw![1]

Helen P. Bessant, Ph. D.
Project Director

"Southpaw" is one of several names applied to the left-handed person. Since our society is oriented for the right-hander, a left-handed person is often ridiculed. However today and in our American society such persons are better accepted than they were years ago or in some other countries even now. Many supersititions have been associated with the use of the left-hand. The Romans associated the left hand with sinisterness or harm. In Ethiopia today hand perference is a significant factor in behavior. The left hand is used for body hygiene and other tasks associated with soil or dirt. The right hand is reserved for eating and other positive activities such as writing. This custom is so thoroughly entrenched that a person who confuses the hand useage is held up to ridicule and brings shame on his family. Consequently there are virtually no native citizens who write left handed.

As progressive as we seek to be in our society, a little reflection on associations with the term "left" reveals that we still have traces of negative valences affixed thereto. Examples include: "left" in politics referring to radicalism with the extreme being Communism. A "left-handed compliment" is one which implies reproach; an oath which is not intended to be binding is a "left-handed oath"; or to say a person walks as if he has two left feet is to imply that he does so in an awkward clumsy manner. So it is that our

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[1]This occasional paper was prepared for dissemination in the Parent Education Program November, 1973.

society still struggles to relax its strict code on hand preference although approximately ten percent of the population is left handed.

If follows that the struggles to deal effectively with left-handedness in education also continue. Hand preference becomes a major focus when handwriting instruction begins. The whole question of handedness in recent times has taken on a new significance in education as it relates to reading and emotional adjustment. Several questions readily come to mind. How is hand preference determined and when is it evidenced? Should a child be taught to use his right hand and if so when should he be taught? What adjustments should be made in school for the left handed child? Some responses to these questions will be offered in the remainder of this paper.

Determination and Onset of Handedness

Authorities differ on the question of whether a child inherits a hand preference or it is imposed by his environment. Since it evidences itself somewhere around the age of eighteen months and is not firmly established until the child is about five or six years of age, some researchers conclude that it is strictly a cultural factor. However family histories reveal a frequency of left-hand preference along lines which suggest that it is a recessive trait. This author concludes that both factors are causal in nature. Often times more than one member of a family will be left-handed. There certainly are cultural pressures which, probably to a lesser extent, mold hand preference. But little will be accomplished by efforts to determine the ratio of one to the other.

A child begins to show signs of handedness at about one and one-half years of age when he reaches for an object and handles it. It is later noted in throwing a ball, cutting with scissors, using a hammer and nail, etc. Only after three or four years of trying each does the child exhibit hand preference with a high degree of consistency. Seldom does a left or a right-handed person use

that hand exclusively; that is one who always uses the same hand for one-handed tasks. There are degrees of handedness and these vary based on the individual.

Hand Preference and Reading

Some authorities report that cerebral dominance dictates the laterality of the body. If the left hemisphere of the brain is dominant then it follows that the person will show right eye, ear, hand, and leg preferences. In general dominance is common to body parts on the same side of the body. However, some individuals possess mixed dominance or crossed patterns. That is a person may be right-eyed and left-handed or right-eyed and left-legged, etc.

Mixed dominance or the absence of hand preference may be related to reading. A significant finding is that many children who have learning disabilities also have mixed dominance of eye and hand. These children often confuse or twist the sequence or position of symbols on the printed page. These children may read or write "b" as "d", "q" as "p" and "m" as "w". They may also reverse the order of letters in a word, for example read "was" as "saw", etc. The difficulty in ordering the symbols and words correctly results in many reading difficulties due to poor word attack and word recognition skills.

Hand Preference and Handwriting

A related language arts area in which the left-handed child is likely to experience difficulty is handwriting. Desks and other work areas are designed for ease in use by the right-handed person. It is seldom that even one desk for a left-handed person can be found in any classroom setting -- elementary school, high school, or college. Consequently the left-handed child must learn to write in a very uncomfortable position using poor posture. Another problem faced by the left-handed child in learning to write has to do with instruction. Samples of cursive writing given the child for

reproduction usually reveal a minute slant to the right which is difficult for the left-handed to reproduce. Often teachers do an inadequate job of instructing the left-handed child also. Because the task frustrates them they tend to add to the frustration of the child causing undue emotional tension and anxiety to be associated with handwriting. Finally the child arrives at an incorrect accidental approach.

To Change a Child

As few as thirty years ago a child would be rapped on his knuckles for using the "wrong" hand. Parents and teachers alike were persistent in their efforts to make sure that every child wrote with his right hand. Attitudes have changed today. Many educators point out that the choice of the preferred hand finally rests with the child himself.

If a parent wishes to try to change what appears to be the preferred hand of a child, he (the parent) should not wait until the child is ready to write. Rather, as soon as the child begins to show a preference for his left hand (about 18 months), the parent should place items in the child's right hand. For example place a cookie in the right hand, put the spoon on the right side of the plate, etc. These steps should be taken gently, exerting no pressure. If the child picks up the spoon with his right hand and transfers it to his left hand, it shouldn't become a major issue.

If the efforts by the parents aren't successful (do not result in right-handedness) by the time the child is four years old, parents should discontinue their efforts. The teacher should not pursue the matter at all. Rather the teacher and parent should accept the child as a "southpaw" and provide emotional support for him and when possible adjust his physical environment for his comfort.

Efforts to change a child after habits have been formed will only result in the creation of

nervousness, tension, and anxiety in the child. These problems may be manifested in stuttering, nailbiting, withdrawal, aggression, or reading difficulties. Even without the pressures of someone trying to change what is "normal" for him, the left-handed child often feels some discomfort and anxiety from knowing that he is "different". He has to adjust to a right-handed world and must continually fight off self-consciousness.

Suggested Environmental Adjustments

For handwriting

1. Assist the child in adjusting adequately to the desk and paper. Posture and position must be adopted.

2. For cursive writing the child should be slanted in the opposite direction from that of a right-handed child.

3. The pencil should be grasped farther back from the point.

4. Do not allow the child to twist his hand into an awkward position.

5. Provide a left-handed desk or table and chair.

For other activities

1. Provide tools and equipment, e.g. scissors designed for the left-handed person when possible.

2. Adjust furniture, table setting, etc. to provide adequate space for activity.

Suggested Psychological Adjustments

1. Enhance the child's self-image by rewarding his efforts.

2. Discourage criticisms from the peers, and/or siblings of the left-handed child.

3. Emphasize ways in which the child is similar to rather than different from his peers and/or siblings.

4. Allow additional time for the left handed child to learn motor tasks, especially those requiring fine motor skills.

Remember Jersild's statement that,

"Our handedness is not so important in itself that parents should interfere if the child himself shows a strong inclination to lead with his left as he square off for the battle of life (Goldenson, 1970, 538).

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Goldenson, R. M. The Encyclopedia of Human Behavior New York: Doubleday & Co., 1970.

Eight Tips on Creating A Climate of Learning at Home and at School[1]

Annabell T. Scarbrough, M. A.
Assistant Director for Parent Education Program

1. Develop a healthy capacity to both give and receive love.
2. Learn to communicate with children openly and honestly.
3. Allow the expression of feelings by others.
4. Teach a sense of responsibility.
5. Allow children opportunities to make choices and then be responsible for those choices.
6. Avoid labeling children.
7. Don't try to be perfect; recognize your limitations.
8. Be a good listner.

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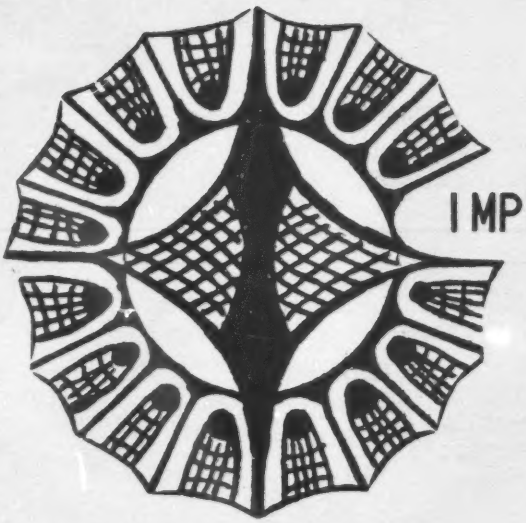
[1]This item first appeared in the EPDA Newsletter, Vol. 5, No. 3, May, 1974. p. 9.



IMPROVING THE HOME ENVIRONMENT

Good Eating Habits[1]

Rebecca Parker, Home Economist

Good eating habits mean more than just using good table manners. You must know how to choose the right kinds of foods and then use this knowledge daily. Not only do your eating habits provide for your present well-being, but they greatly influence your future health.

Today, there is available a multitude of information about the nutritional value of food and the role it plays in keeping you healthy. You should know your food needs! Your appetite is not an accurate guide to the selection of foods for health. The foods that taste good may or may not be the ones that are of the greatest value to you. In order to make prudent choices and plan various meals you should know how foods affect your body and why some are more nutritious than others.

Most mothers agree that deciding what to prepare for family meals some times can be an arduous task. In some instances, dad's favorite foods may not be preferred by big brother, or it is compulsory for grandmother to have a special diet. A teen-age sister may be dieting, while mother's needs are just the contrary. Sometimes, too, the family's preferences cannot be considered, because the variety of foods they prefer are too expensive or not available. If you examine menus in many books and magazines, you will find that they have been written according to a very definite form, with dishes named in a certain order. Your day's menus should contain the recommended number of servings from each of the four groups; milk, meat,

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[1]This paper first appeared as an article in the EPDA Newsletter, Vo., 4. No. 3, February, 1973.

vegatable-fruit, and bread-cereal.

Unless your family's meals are attractive and appealing to the appetite, they will not totally enjoy it. You should make an extra effort to see that all meals are served well, taste good, and contain foods compatible for everyone.

Consider the family's likes and dislikes. If meals are to be enjoyed by all members, the menu should contain some of the foods pleasing to everyone. Consider the appearance and flavor of various foods. Choose a selection that is colorful, and avoid repetition of aroma in meal planning. Always use different methods of preparation.

Consider the needs of family members; use your knowledge of nutrition. The menu must include enough nutritious values to provide for the necessary activity of each family member. Weight as well as age can make a difference in energy-giving food a body needs. Usually breakfast supplies a little less than a third of the requirements and dinner a little more. Therefore it is important to your personal growth and development, that each meal be carefully planned. If you should omit a meal or eat a poorly balanced one, perhaps you will not consume all the nutritional substances although you have eaten two meals. Nutritionists tell us, however, that this is hard to do. Usually we do not receive all the basic foods needed during a given day, they add. It is better to eat three carefully planned and well-balanced meals each day.

Remember each day you should consume proteins, carbohydrates, fats, minerals, and vitamins. (If you wish a paper by the author on the functions of these nutrients and the foods in which they are found, write or call the EPDA Office.)

Reference

Barclay, Marion S. and Champion, F. Teen Guide to Homemaking, New York: McGraw-Hill Book Co., Inc., 1961.

The Building Blocks to Foods[1]

Rebecca Parker
Project Home Economist

As we mentioned before, the nutrients which make up our foods are proteins, carbohydrates, fats, minerals, and vitamins. While each of these nutrients has special functions in keeping us growing healthy, it is necessary that our diet contain all of them in right amounts and in the correct proportions.

Proteins:

An essential part of all the cells of the body, present in all the tissues and fluids, are proteins. Naturally then, for growth and repair of the body, a supply of proteins must be included in the foods eaten each day. Animal foods such as, meat, cheese, eggs and milk, provide proteins that are of "high quality" because they contain chemical substance essential to the health of the body.

Carbohydrates:

The starches and sugar are carbohydrates, energy giving or fuel foods. Together with fats and proteins, they furnish the energy you need in your every day activities. In the blood cells the food combines with oxygen and is burned or oxidized. As a result, energy is released, and the body fuel is available to carry on daily activities.

Fats:

The carbohydrates and fats supply energy. Animal fats are found in butter and cream as well

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[1]This paper was prepared for dissemination in the Parent Education Program, January, 1973.

as in the flesh of animals. The edible fats in plants are mainly in the form of vegetable oils such as olive oil, corn oil, peanut oil, and cottonseed oil. A certain amount of fat in the body resists infections. Remember, however, that when too much fat is stored, it becomes a handicap to the body. The heart has to work harder to supply blood for the excess tissue.

Vitamins:

Additional substances that are necessary for life are called "vitamins". Scientists are continuing to discover the presence of additional vitamins. At the present time, however, the best know ones are vitamins A, B, C, and D. Vitamin E and others less familiar are important to you but will probably be supplied if you follow the "Daily Food Guide" in choosing food.

Vitamin A is necessary for body growth, strong bones, sound teeth, good eyesight, and healthy skin tissue. It is found in animal fats, but substances that can be changed to vitamin A occur in many plants especially the deep-yellow and dark-green vegtables and fruits. Vitamin A can be stored in the body if the diet contains more than it needs.

Vitamin B complex is important to the body in maintaining sound nerves, good appetite, and proper digestion. Because the body does not store these vitamins, they must be supplied in foods eaten each day. Good sources are leafy, green vegetables whole-grain cereals, soy beans and peas, and some meats.

Vitamin C is necessary to the strength of the blood vessels in the body as well as the bones and teeth. Because it also is not stored in the body, foods containing it must be eaten daily. Fruits-especially citrus - and greeen vegetables are valuable.

Vitamin D is used by the body in building strong bones and teeth. It is found in larger amounts in fish-liver oils, such as coliver oil, than in any other food. However milk, cream, butter, effs, and liver contains small amounts. It is called "the sun shine vitamin" because it is developed in the body when the sun's rays shine directly on the

body surface.

Minerals:

These nutrients, like proteins, help to build and regulate the body and are needed for growth and repair of the body. Unlike carbohydrates and fats, they do not supply energy. Although many different minerals are needed by the body, special attention is given here to those foods which provide calcium, phosphorus, and iron, because it has been noted that the other minerals are likely to be supplied if the diet provides enough of these three.

Phosphorus:

This nutrient is needed by all the cells in the body. It is associated closely with calcium in building bones and teeth. It is also vital to the development of the nerves and the glands, as well to the growth of body cells. Phosphorus is found in protein foods - milk, meats, eggs, nuts, legumes, and cereals.

Iron:

Ferrous sulfate or iron is a necessary part of the hemoglobin of the blood. Hemoglobin is the coloring materials in the red blood cells which carry the oxygen from the air we breathe to all the tissues in the body. Together with certain vitamins, a continuous supply of iron is necessary for replacing worn-out red blood cells. If the diet does not provide enough iron serious results may occur. Studies have shown that girls especially need to eat more of the foods rich in iron.

Iodine:

While not considered to be one of the "big three" among minerals needed by the body, iodine must be present in the food you eat. It is found in sea water and in the soil along the seashore. Naturally, sea foods are a good source of iodine as are vegetables grown in iodine-rich soil.

In areas of United States where the soil does not provide iodine and where seafoods are not commonly eaten, people may develop an enlargement of the thyroid gland, known as a "goiter". As a precaution in states which are in such areas, iodine has been added to table salt, the product is marketed as "iodized salt".

These nutrients are the building blocks for sound healthy bodies. It is important that adequate amounts of each are ingested daily. Appropriate portions of foods from the basic four food groups will provide the building blocks for growing bodies and mature productive lives.

The New Sewing Machine Age[1]

Rebecca Parker, Home Economist

Today, when it is possible to buy ready made garments in such a variety, why should anyone learn to sew? The answer, of course, is that a person who can sew can have a planned individualized wardrobe, a greater number of garments with more variety, and better-fitting and better-wearing clothing for less money than a person who cannot sew. Sewing can meet a real need or it can be a hobby.

American Home magazine reports that 50 million American women of all ages use sewing machines in their homes. Equally impressive is the fact that there are sewing machines in two-thirds of all households in the United States and the number continues to grow. The reasons are many. Versatile new machines, easy-to-sew patterns, marvelous fabric designs, and the cost factor have combined to form an unbeatable argument in favor of making your own clothes, draperies, and slipcovers.

If you are joining the trend, shop wisely and extensively. And be sure to match a machine to your specific sewing needs. Before you go out looking at a new machine, have a clear idea of how much sewing you actually plan to do. Look at various types and brands of machines before making a decision.

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[1]This paper was written for dissemination in the Parent Education Program on December 14, 1973.

What to consider: in every case, ask for a demonstration and use the machine yourself, if possible. Look for such pluses as hand controls that are marked, conveniently located and easy to use; a foot control that is comfortable and effective in controlling sewing speeds; accessories that are not a hardship to handle; quietness and freedom from vibration.

Sewing machines come in two basic configurations: the flat bed, which has a broad, flat, fixed base; and the free arm, which has a narrow, open base for sleeves, slipcovers, pants and the like.

Sewing machines are categorized mainly by their stitch capabilities. There are three simple straight-stitch machines for basic sewing. Zigzag machines capable of sewing both straight and zigzag. Deluxe zigzag machines do all the forementioned and other decorative stitches, buttonholes, mending, etc. without special attachments.

If you sew you can save money that can be used for other things. You can have better clothing than you can buy for the same amount of money. You will be able to select ready-made clothes more intelligently. You can have more individuality in your clothing. You will have clothes that fit better and also you can make articles for your home and make gifts that are individual and inexpensive. You have the satisfaction of creating something. You will have a skill that will make you a better Home Maker. If you sew, you can wrap up a room with one great low-cost fabric for maximum impact on a minimum budget. The result will be a total look that needs little else in the way of furnishings and accessories. All you need are miles of an easycare fabric you love, your trusty sewing machine, and some time and energy.

Reference

American Home Vol. 77. No 1. 1973, Downe Publishing, Inc., 641 Lexington Ave., N.Y.

Return of the Blues--Clothing and Crafts[1]

Rebecca Parker, Home Economist

According to legend, denim was used for sails on Christopher Columbus' Santa Maria. At about the same time in Genoa, Italy, Italian sailors wore denim pants, as did sailors in India.

In America, Levi Stauss introduced denim as a fabric for tents and covered wagons during the Gold Rush. Strauss then adapted it for pants for the 'forty-niners! Bluejeans became popular on college campuses after World War II and were worn by sailors and members of the Coast Guard during the war.

Today, all ages and social groups are wearing denim. It has become as American as apple pie, a universal fabric. Denim jeans have sparked recent fashion vogues, and today every boutique and fashion collection includes something in denim. Since fashion is often a rearrangement of existing ideas into current silhouuettes, it is natural that denim should reappear on the fashion scene. Denim seems to have become a symbol of honesty, ruggedness and simplicity particularly to the younger generation. And yard for yard, it offers the best value to the home sewer--it is probably the only fabric left that still sells for under a dollar per yard.

Since there is a shortage of the real thing, how do you distinguish between real denim and the

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[1]This paper first appeared as an article in the EPDA Newsletter. Vol. 5, No. 3, May, 1974. p.7-8.

many facsimiles around? True denim is a strong, serviceable, yarn-dyed cotton fabric made of twill weave. The warp yarn is colored and the filling yarn is white. Standard blue denim, also call white-back denim is made with indigo blue-dyed warp yarn and grey or unbleached filling yarn.

Traditionally, denim was 100% cotton, but today cotton/polyester blends are available. Once made in 29 inch widths, denim is now available in 42-45 inch widths. Although blue has become synonymous with denim, it is also available in other colors.

The term "denim" was derived from the French "serge de Nimes" twill fabric made in Nimes, France.

Decorate with old jeans. Make a pretty bouquet in a spare afternoon. All you need is one pair of jeans, spool wire and contrasting seam binding. Make carboard or newspaper petal, about 4" from top to bottom, round at the top and pointed at the bottom. Lay jeans flat on floor or table and cut apart at seams, so you have two widths of denim.

Trace petal patterns onto jeans, cut out patterns. Cover new edges of petal with the bias binding. Slide the lightweight spool wire into middle of the seam binding as you sew the folded binding to the denim petals. Use heavy green covered florist's wire for stem.

Surround the top of the wire with five petals, facing each other, as on a real flower. Use floral tape and attach the bottoms to the stem. Binding can be used as center of the flower: fold a strip of binding into loops and sit inside the four petals. These flowers will make a very decorative bouquet. This is an excellent use of old jeans and scraps of fabric.

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Enclycopedia of Modern Sewing. New York: W.M.H. Wise & Co., Inc., 1947.

Are You Communicating?[1]

Mrs. Eunice May
Project Social Worker

George A. Lundberg, a sociologist, defines communication as the "mutual exchange of meanings among persons or groups by the use of symbols, gestures, or other forms of expression". For our purpose, we will define communication as the sharing of ideas and feelings and the exchange of messages that help people understand each other.

Think about recent discussions you have had where a difference of opinion was involved. Did someone make statements such as these?

"What are you trying to tell me?
"I heard you but I didn't understand you."
"Would you please repeat that again?"

The chances are that you have heard these remarks recently or perhaps have spoken them yourself. These are signs of a breakdown in communication.

Whether adults are talking with one another or with a child, some remarks point to failure or an inability to share one's feelings or ideas with another person, or to understand how the other person feels. Sometimes this causes frustration and unsatisfactory relationships with others.

Communication first starts with the family. How well one communicates with a child will determine how the child will communicate with others.

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[1]This paper first appeared as an article in the EPDA Newsletter, Vol. 6. No. 1, November, 1974

A happy family depends on good communication. Family life is operated on a system of supply and demand. For example, a member of the family may order a certain type of merchandise and the supplier rushes the order to the point of need. When a child indicates that he is upset because he does not have any playmates, he may be placing an order for understanding or reassurance that he is loved in spite of his lack of having playmates. His mother may have received his message and offered assistance through assurance that he has playmates and is well liked by others. She may create poems or a story about the child. A suggested title is, "Count The Ways I Love You."

If no one receives the child's order and fills it, the child suffers and others suffer with him. If mother does not communicate with the child, there are many possiblities that the child may become hostile and frustrated.

Family communication, then consists of the ways individuals place and fill daily others in the world of human relationships. If we develop good communication skills in family life the supply and demand in communication will provide for individual needs in understanding and respecting others.

Reference

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The Effects of Divorce on Children[1]

Eunice May
Project Social Worker

Adults pay for their mistakes in marital selection and marital interaction by the penalties for the children? Many things must be considered in a fair evaluation of the consequences to children of parental divorce. Often, children are young and vulnerable when the sword of divorce falls upon them, but some may be too young and others too old to be greatly affected. Much depends on prior maladjustment which might weaken resistance or toughen the psychological skin. The custody arrangement may be such that the child is knocked about from pillar to post. Or he may find security and a parent sustitute in the home of a grandparent. Subtle effects may be delayed and perhaps reveal themselves only after the child grows up.

Children must be told enough to understand the reason for the divorce and must realize that their parents probably will not remarry. Most importantly, the child should understand that the divorce was not his fault anyway. Often children from a second marriage of one of the divorced parents are encouraged to hate their step sisters and brothers. Those children who are old enough to understand parents should have regular heart-to-heart discussions and should be encouraged to ask questions. They should not hear hate conversations.

There are three special aspects of divorce which exert influence on the child which is different from that on the parent: (1) The child is acted upon with emotional forces. (2) A divorce separates the adults more decisively than it does a

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[1]This paper first appeared as an article in the EPDA Newsletter. Vol. 4, 3. February, 1973.

parent and a child; a biological blood relationship, with corresponding social implications, cannot be wiped out by legal action, and mutual affection may strongly persist. (3) Children have little freedom in the choice of new love objects; they do not have the solace of remarriage and do not choose their stepparents, and family friends if the parent having custody takes the step to remarriage.

To divorce or not to divorce is a decision that must be made where two people hate each other. Children should be told of the impending situation and talked to on their level. A child trained for decisive action, for courage, for tolerance, for maturity, and for good sportmanship is partially equipped for both a good marriage and a decent divorce.

For what is wedlock forced but a hell,
An aged of discord and continual strife?
Whereas the contrary bringeth bliss,
And is a pattern of celestial peace.

William Shakspeare